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ABSTRACT

In March 1983, a group of professional personnel, under the direction and leadership of the Utah State Office of Education conducted an evaluation of the teacher education program at Southern Utah State College. The report of the on-site evaluation team is presented in this document. The report includes program descriptions, commendations, and recommendations on the organization and administration of the teacher education program as well as curriculum principles and patterns, and basic programs. State administrative and procedural standards are discussed in the preface to the report. (JD)

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ED233013

REPORT TO
THE UTAH STATE BOARD OF EDUCATION
ON THE TEACHER EDUCATION PROGRAMS AT
SOUTHERN UTAH STATE COLLEGE

UTAH STATE OFFICE OF EDUCATION

G. Leland Burningham
Superintendent of Instruction

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Bruce Griffin, Associate Superintendent

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Salt Lake City, Utah
May, 1983



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FOREWORD

The Utah State Board of Education considers the evaluation of teacher education programs in the various institutions of higher education in the state one of its most important responsibilities. The process of program approval includes an on-site visit to each institution at least once every five years.

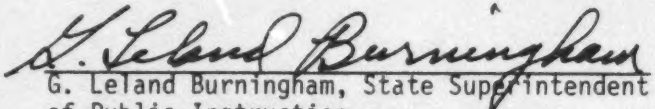
In utilizing and applying the approved-program approach to teacher education, staff members of the Utah State Office of Education work with the various Utah colleges and universities in the development and modification of preparation programs for teachers and other professional personnel. Once a program has been approved by the State Board of Education, individuals who complete that program are certificated by the state without the necessity for detailed transcript analysis and evaluation.

Processes leading to the improvement of programs in the institutions in Utah include institutional self-evaluation as well as the on-site evaluation by the visiting team.

During the approval visit, each teacher education program leading to certification is evaluated according to the Standards for State Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). These Standards have been adopted by the Utah State Board of Education as the official Utah standards.

On March 8-10, 1983, a group of professional personnel, under the leadership and direction of the Utah State Office of Education, visited the campus of Southern Utah State College. The results of that evaluation are reported in this document.

Gratitude is expressed to the members of the visiting team who are listed in the report and especially to the faculty and staff of Southern Utah State College for their many hours of hard work in preparing for the visit.


G. Leland Burningham, State Superintendent
of Public Instruction

STATE APPROVAL ON-SITE VISITATION TEAM
Southern Utah State College
March 8-10, 1983

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Associate Dean of Education
New Mexico State University

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Malcolm Allred Elementary Education
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LETTER OF TRANSMITTAL

MEMORANDUM

TO: G. Leland Burningham
State Superintendent of Public Instruction

FROM: Alice Griffin, Associate Superintendent
Office of Curriculum and Instruction

DATE: May 20, 1983

RE: Report of the Evaluation of Teacher Education Programs at
Southern Utah State College

Attached is a report of the evaluation of the teacher education programs at Southern Utah State College. The on-site team visited the campus on March 8-10, 1983. The team was chaired by Donald Ferguson, Association Dean of Education, New Mexico State University, and included representatives of higher education institutions, public and private schools, and the Utah State Office of Education.

In accordance with the evaluation, the following programs are recommended to the State Board of Education for approval upon condition that suggested changes and improvements are implemented or responded to within a reasonable period of time, but not to exceed one year from the time of the visit.

Early Childhood Education
Elementary Education
Middle Education
Secondary Education
Composite Majors:
Art
Business
Biological Science
Drama (Theatre Arts)/Speech
Industrial Arts
Music
Physical Science

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Majors and Minors:

Anthropology - Minor only
Botany
Business - Minor only
Chemistry
Communication
Drama (Theatre Arts)
English
French
Geology - minor only
German
Health - minor only
History
Instructional Media - minor only
Mathematics
Music - K-12 program and minor
Physical Education - Also K-12 program
Physics - minor only
Political Science
Psychology
Reading - minor only
Sociology
Spanish
Special Education/Resource
Speech
Zoology

CHAPTER I

STATE ADMINISTRATIVE AND PROCEDURAL STANDARDS

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
----------	--

Administrative procedures are designed to assist state education agencies in reviewing, developing, and applying standards for legal approval of programs for the education of teachers. The legal authority for approval of teacher education programs is provided to each state by specific statutes and or by state education agency rules and regulations. Each state retains the autonomy to establish procedures for the accreditation or approval of teacher education programs in meeting the requirements of that state. The state education agency procedures for the approval of teacher education should take into account relationships with other accrediting groups.

The approved program approach to teacher education and certification in effect in most states involves (a) the development of programs of teacher education by an institution in accordance with the established standards; (b) the official review and evaluation of each of the proposed institution programs in terms of the established standards and procedures by the state education agency and the subsequent approval of programs thus approved, as attested by the institution, will be entitled to official recognition by the state education agency.

A program of teacher education generally refers to a particular pattern of preparation for a specific professional assignment or position. Thus, there shall be distinctively different programs for such positions as teacher of English, teacher of business education, teacher of elementary school, or school social worker.

All procedural standards developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) are met under the program of evaluation adopted by the Utah State Board of Education.

CHAPTER II

ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

2.1 PURPOSES AND OBJECTIVES

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	The standards are met with the following comments:
I	The statement of purpose is evolving and newly revised; therefore, it has not been inserted in the college catalogs as yet. There is abundant evidence of reviews given to the institution's stated purpose. Planning is likewise evident as the college matures and expands.
II	The school has thoroughly conceptualized this role, borrowing considerably from the Utah Skills Project. These concepts appear in numerous published forms, including the college catalog. The conceptualization appears to have been basic in curricular planning within professional education and permeates course syllabi.
III	To a certain extent, the present self-study contributed to the realization of this standard.

Commendations

1. The effort to identify the teacher's role as comprehensive and tied to identified learner needs in a systematic manner is highly commendable. This conceptualization appears as a strands throughout the course sequence. (The total program should be evaluated directly in relation to these concepts.)
2. The total institution from executive administration on down is obviously committed to the realization of the best in teacher education possible. Attention to the exigencies of rural education is commendable while concurrently students are exposed to educational settings which contrast with the home situations from which they came and likewise which were in contrast with the prevailing culture in the immediate campus environment.

Recommendations

1. In reference to the faculty load, adjustments need to be made in reducing the teaching assignments because of heavier than normal expectations. Otherwise stated objectives relative to research

will not be realized. The institution states that faculty are measured first and foremost by how well they teach their students. Statements of purpose add, however, that the college conceives its role as including experimentation and research with goals of improving learning and teaching. Under existing circumstances these aspirations are at cross purposes more than they are complementary.

2. Evaluation instruments designed to assess the success and competence of graduates should be altered to include even more reliance on and reference to specific elements from the Utah Skills Project which are used as functional themes in the curricular design within the School of Education.
3. Careful records should be kept such as minutes of meetings which document the School of Education's efforts to improve both curriculum and instruction in response to input from units outside the School, from its graduates and those in the academic areas who become certified and enter the teaching profession, and from employers. Data have been collected. Documentation relative to their utilization and impact is not as profuse as it should be. The results of such institutional research and study should be more widely published, especially for internal consideration.

2.2 ORGANIZATION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met with the following comments:
I	Clearly the institution is and always has been committed to teacher education. There is pride in the college's normal school tradition even while moving into greater multiplicity and sophistication as a four-year institution of higher education.

Commendations

1. Teacher education on all too many campuses (even on the campuses of ex-normal schools) is not treated equitably when it comes to financial, physical, library, and other resources. Not so here. If anything teacher education at Southern Utah State College enjoys favorable consideration.
2. The presence across campus of academicians committed to the best interests of public education is a plus. Hopefully the academic departments which are heavily involved in secondary education

particularly will always (a) have on their faculties professionals who are experienced in public school teaching, (b) keep up with developments in education in the lower schools, and (c) hold such endeavors in equal esteem with other roles each academic department must play in the total scheme of things at the college.

Recommendation

The relation of the School of Education to the academic areas, especially in secondary education, should not be left to gentlemanly and gentlewomanly agreements. Written policies describing this aspect of campus governance should be developed and duly adopted so that the excellent relationship which now prevails is not left to happenstance as the academic departments serve more majors and an expanding enrollment. By all means, maintain the campus-wide Teacher Education Council and, if anything, strengthen its operation.

2.3 STUDENT ADMISSION, RETENTION, EXIT, AND FOLLOW-UP

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met with the following comment:
III	There is some concern that academic advisers do not visit student teachers in the field enough.

Commendation

School of Education faculty take their responsibilities as advisers seriously and visit secondary student teachers three or four times during the quarter and elementary student teachers probably two times during each five-week block.

Recommendation

Academic supervisory teachers should visit student teachers more often--at least from the cooperating teacher's viewpoint (secondary).

2.4 STUDENT PERSONNEL SERVICES

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
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All standards are met, except Standard VI, which is substantially met with the following comment:

- | | |
|----|--|
| VI | Heavy advisory load of supervisors from the School of Education does not permit effective follow-up. |
|----|--|

Recommendation

Education advisors should not carry the loads most seem to be carrying. The administration is aware of this problem but indicates that all schools have essentially the same problem. When SUSC reaches an enrollment of 4,000 students, it will probably allow more faculty with a more reasonable load.

2.5 STUDENT PARTICIPATION IN TEACHER EDUCATION DEVELOPMENT AND EVALUATION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
----------	--

Standards are met with the following comments:

- | | |
|----|--|
| I | There is not much evidence of "student organizations" per se being involved. |
| II | School of Education seems very receptive to student feedback and has demonstrated its willingness to make changes on an individual basis and in the total program. |

2.6 FACULTY

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met except Standard VI with the following comments:
II	Proximity of campus to public schools along with free and open communication between the two sectors contribute to the realization of this standard in practice.
III	Sabbaticals, for instance, are still in evidence when in these depressed times such avenues for individual faculty development have been closed.
IV	Criteria for advancement are clearly stated and duly developed in a democratic manner.
VI	<u>Standard insufficiently met.</u> As stated in the institution's self-study and the accreditation report of five years ago, faculty loads are heavy. Indeed they tend to be in excess of the maximum allowable as stated in the faculty handbook.

Commendations

1. The faculty is to be commended for service beyond the call of duty. Reference here is to all faculty engaged in teacher education both within and outside the education unit. They are valued resources to the public schools, teach a full load of courses, handle large numbers of students advised, engage in an outreach program, and supervise student teachers. Many work full days, nights, and weekends.
2. The relation of this institution to the public school community is exemplary. In a place that is saturated with practicums, student teaching, and other field assignments there is still no discernible feeling of imposition of a general nature. In fact the contrary is true. Many similar situations elsewhere are characterized by discord and even open hostility and disrespect. The town and gown relationship here is indeed worthy of note. The school personnel seem always to be constructively critical and out for improvement as working partners with on-campus colleagues.

Recommendations

1. A formula for awarding a faculty load allocation to the supervision of student teachers should be worked out and adhered to. Many institutions consider the assignment of 20 student teachers per faculty member per term or semester a full load and work downward proportionately from that figure. It is entirely unrealistic to equate a so-called class of 10 student teachers with a similar group meeting on campus. Travel and time at field sites make enormous difference if the supervision is to be effective.
2. The employment of a full-time professional adviser for educational and certification counseling should be considered. Such a person could relieve faculty both within and outside the School of Education from much routine contact with students and free them to confer with students in a form of higher level interaction.
3. Utilization of more part-time faculty should be considered periodically to relieve heavy faculty loads. Currently, none is employed. Such personnel could be defensibly assigned to assist, for instance, in the demanding supervisory responsibilities of the School of Education--especially at field sites quite distant from the home campus.

2.6.1 INSTRUCTION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation (How and Extent to Which Each Standard is Met)

Standards are met with the following comment:

I

Media is in evidence as is the use of micro-teaching. Computers for instruction are available and used. The public schools are used significantly and often as a laboratory. Faculty-student ratios are low and, therefore conducive to group interaction within classes.

Commendation

Efforts to differentiate and provide variety in instruction are worthy of note. While space is at a premium, it is commendable that a place for micro-teaching has been allocated enabling teachers in training to analyze their own classroom behavior. The reading lab is also impressive.

2.7 FACILITIES AND INSTRUCTIONAL MATERIALS

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met with the following comments:
I	The facility of housing the School of Education has been recently renovated and upgraded to an excellent quality. Other campus facilities supporting teacher education are adequate to excellent.
II	The library is a modern up-to-date facility with excellent procedures and contemporary equipment. The librarian is a highly qualified professional.
III	New laboratory facilities have been completed since the last state approval visit and are now very good.

Commendation

The computer center, reading center, and television studio within the School of Education facility are excellent and provide opportunity for employment of modern technology in the preparation of teachers.

Recommendation

Even though library holdings are substantial, efforts should be continued to secure a special appropriation for improvement and "catch-up" in an effort to meet American Library Association Standards.

2.8 SCHOOL/INSTITUTIONAL RELATIONSHIPS

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met with the following comment:
I	A joint policy statement covering relationships between the college and the Iron County School District has been developed.

Recommendations

1. Using the Iron County/SUSC Education Policy Statement as a model, similar statements should be developed covering relationships with other local education agencies where student teachers are placed and/or other teacher education activities carried out.
2. While the academic specialty areas have been involved in the supervision of student teachers in secondary education, along with the education faculty, there is evidence of inconsistency in the amount of supervision provided by the various departments and by the Department of Teacher Education within the School of Education.

CHAPTER III

CURRICULUM PRINCIPLES AND PATTERNS: BASIC PROGRAMS

3.1. CURRICULUM DEVELOPMENT, PLANNING AND PATTERNS FOR TEACHER EDUCATION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met with the exception of or comments on the following:
II	The standard is partially met. The advisory group mentioned in the IR does not meet the intent of the standard in that it does not include representatives of elementary and secondary schools, the state education agency, professional associations, and teacher education students.
III	The integrated system of preparation is based on the Utah Skills Model which has been systematically implemented.
X	The standard is minimally met. (See recommendations.)

Commendation

The systematic application of the Utah Skills Model to the total teacher education program insures that all areas of identified competence are included and unnecessary duplication and overlap avoided.

Recommendations

1. The dean of education needs to have authority and responsibility in all decisions affecting teacher education, including those impacting on other schools and departments within the college.
2. A more systematic procedure for program evaluation and follow-up of graduates needs to be developed, particularly as it relates to program modification and improvement.

3.2 GENERAL EDUCATION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation
(How and Extent to Which Each Standard is Met)

All standards are met.

Recommendation

Somewhere in the teacher education program there should be a preparation, concern for, and an understanding of the principles and facts relative to the health and well being of students. This is not listed as a standard expected in the General Education Program.

3.3. PROFESSIONAL EDUCATION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation
(How and Extent to Which Each Standard is Met)

All standards are met with the following comments:

- I Every effort possible is being made to provide experience for student interaction among people of differing economic, social, racial, ethnic, and religious backgrounds. However, the procedure of taking students away from the college to accomplish this standard is disruptive to other aspects of the total curriculum. See recommendation for revision in program to accomplish this standard with less disruption.
- II - X Courses are provided to meet these standards. See recommendations for more efficient implementation.

Commendations

1. There is ample evidence to indicate that SUSC is committed to the opportunity of and responsibility for providing beneficial and unique teacher preparation programs.
2. The faculty are committed, dedicated, and enthusiastic in carrying out the stewardship for the program--even at great personal sacrifice of time and energy.

3. The faculty are taking advantage of the opportunity for further study and research provided by SUSC for leaves of absence made possible by existing federal grants.
4. The program is strengthened by the close working relationship between the Department of Teacher Education and the academic departments. The following two practices are considered as beneficial and strengthening to the teacher preparation and placement of qualified graduates.
 - a. Students are assigned advisers from both the Department of Teacher Education and the academic major departments. Both advisers must approve the registration of each assigned student.
 - b. All supervisor observation reports of student teachers are sent to the Department of Teacher Education and entered into the official record and permanent file of the identified student. This provides relevant information for the prospective employer.
5. Further commendations are made for the conscientious and effective placement of student graduates.

Recommendations

1. Selected teacher education courses and academic specialization courses should be scheduled and programmed into a "block." This "block" would be offered the quarter prior to student teaching.

Standard I could be met without interrupting other facets of the program. Standards II-IX would be enhanced by concentrated lecture and study on campus and the opportunity for observation and preparatory experiences within the public schools to make appropriate application and evaluation.

2. In order for observation assignments to be valuable, software of the following nature should be developed:
 - a. Guidelines to be followed.
 - b. Requirement of critical analyses with meticulous annotation of learning situations.
 - c. Studied evaluation with expressed commendations and corrective procedures recommended.
3. Inconsistencies and confusion should be eliminated in the following situations:
 - a. The number of supervisory visits made by the academic departments.
 - b. The commitment and effectiveness of these visits.

- c. Communication with public school teachers as to if and when student teachers would enter the public school. Fall semester in the public schools begins prior to SUSC. The beginning date should be made clear to all student teachers.
4. Accurate records of placement and attempts for follow-up servicing are in evidence with some academic departments as well as the teacher education department; efficient procedures should be specified, programs developed, and progress periodically evaluated.
5. There should be far greater involvement in supervisory visits of student teaching by the academic departments.
6. There should be more cooperative and inservice planning between SUSC faculty and the cooperating teachers.
7. Recent research findings should be used to a greater extent to identify outstanding practices and programs.
8. As reflected in student interviews, there should be more emphasis on unit and daily lesson planning prior to student teaching.
9. Introduction to the use of the computer in instruction, testing, record keeping, etc. is vitally needed.
10. Information concerning the legal aspects of teachers and teaching should be provided prior to student teaching.

3.4 TEACHING MAJORS: GENERAL STANDARDS

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
The Teacher Education Department and the several departments work closely together to assure that these standards are being met. Please refer to reports relative to the academic departments and recommendations included elsewhere in this report.	

3.5 TEACHING MAJORS: SPECIFIC STANDARDS

3.5.2 ART

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
----------	--

Standards are met except as noted below:

- | | |
|----|--|
| I | Five years ago the full standard was met with only one exception: a lack of resource books and slides. The deficiency is being eliminated slowly but systematically by the staff. However, resources are still needed. Money must be made available. |
| V | Since nearly 70 percent of the art students are teacher education majors, they do not often have the opportunity to develop their art to the fullest extent. |
| IX | Not met. The development of greater competency is still difficult because of lack of facilities and lack of staff. |

Commendations

1. One is amazed to see how well this faculty functions. There is a strong rapport with each other and with their students.
2. The talent of the staff is obvious, but they need support to continue a program of excellence.
3. The Braithwaite Fine Arts Gallery is vital for the Art Department as well as the community.
4. The art faculty must be congratulated for going to schools to observe their student teachers. This responsibility is not part of their contractual obligations, but they go on their own to observe and assist.
5. The K-12 concept is utilized only in Cedar City and is a tremendous asset to this community!
6. The #390 course was not required at the time of the last evaluation. Now it is and students are better for it.

Recommendation

It is highly recommended that the size of the art facility be increased. It is very inadequate. The student growth ratio would probably increase if new facilities were made available.

The teacher education program is exceptional at Cedar City. Nevertheless, without equipment and facilities, this department is severely handicapped.

3.5.4 BUSINESS EDUCATION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met or exceeded, except as follows:
II B	This standard will be met in the fall of 1983 with the addition of a course in applied data processing.
C	This standard will be met with the installation of microcomputer equipment which has been purchased by the business education program.
D	The program indicates that the information concerning job requirements is taught in most classes. The information needs to be documented within a specific class.
III	This standard has not been addressed and should be included as a unit of study in one of the business methods classes.
V	The program generally meets this standard. There is some evidence that would suggest additional emphasis is needed, however.
VII	The business program meets all standards with the exception of A-4, 5 and this fall a data processing class will be provided to meet this part of the standard.

Commendations

1. The business education program at SUSC is providing course work and basic proficiency in the area of oral and written communication.
2. The new business building provides a fine atmosphere for students to learn.
3. The purchase of new micro-computer equipment will provide excellent opportunities for students to train on equipment similar to that used in business and industry today.

4. The majority of the methods classes taught by the business program are giving students good insight into the "actual" teaching responsibilities they will face upon program completion.
5. Plan A and B of the business teacher education program provide students with good options for eventual employment in the Utah school system.
6. Business students at SUSC have opportunity to participate in the vocational student organization of Phi Beta Lambda, providing them opportunity to develop leadership skills and to gain insight on how to operate a student organization at the high school level.
7. All students have the opportunity to receive training in the area of word processing.
8. Each of the faculty members with the business teacher education program has excellent training and skills in the area of business education.
9. The business faculty is commended for attending workshops to receive inservice training on the micro-computers.

Recommendations

1. There is a need to make some of the course offerings in business more "competency based."
2. There is some evidence that both the supervisors in education and in business education need to make more frequent visits to student teachers while they are out on their teaching assignment.
3. Because of the small number of students enrolled in the business education program, it is recommended that the department faculty explore ways to increase enrollment by an active public relations program.
4. Students need to receive adequate training on the micro-computer in the areas of business data processing, word processing, and accounting.
5. College supervisors need to work more closely with school districts and cooperating teachers to be sure that student teachers do not assume the "whole load," especially if there is an absence of the regular teacher for any length of time.
6. The methods classes offered by the business program seem to meet the needs of potential teachers in general. However, the methods class for general business subjects should be strengthened in its content and approach.
7. Next year a course will be added to the business education curriculum entitled "Applied Data Processing." Care should be

taken to provide this training from the perspective of one who needs training in business data processing rather than from some other area relating to data processing.

8. A business teacher in Utah schools teaches subjects primarily from a vocational emphasis with some training taking place for personal use. Because of this emphasis, it is recommended that as part of the methods class a greater emphasis is given to the history and acts surrounding vocational education.

3.5.5.A DANCE

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation (How and Extent to Which Each Standard is Met)

All standards are adequately met, with comments as follows:

All standards are met when placed in the perspective of emphasis within a major or minor. However, the program is identified for women only.

Standard III is met within the major but is non-existent in the minor preparation.

Commendation

A well conceived and directed program of dance is in evidence.

Recommendations

1. The programs of dance should be open to men as well as women.
2. Close working relationships should be established with the departments of physical education and theatre to correlate the educational and performance phases of dance.

3.5.7 DRAMA (Theatre)

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation (How and Extent to Which Each Standard is Met)

All standards are met.

Commendations

1. The Shakespeare Festival has had tremendous impact on the training of teachers.
2. The department has brought students from rural areas and from minority groups to the campus to participate in departmental activities.
3. The strength of this department is recognized throughout the state. Teachers trained in this department are in demand and have a high rate of placement.
4. Students in this department receive thorough training in all aspects of theatre; they are expected to have a high degree of competency in all areas, i.e., promotion, costuming, acting, direction, cost effectiveness, etc.
5. The department provides some training in technology as it relates to theatre arts.
6. There is a genuine sensitivity to the role of the drama teacher in the public schools with attention to practical concerns such as cost effectiveness, relationships with district and school administrators, and the need to teach a variety of subjects, i.e., drama, speech, debate, etc.
7. There is a good working relationship between members of the Theatre Arts Department and members of the Communication (Speech) Department and with faculty of the School of Education.
8. The relationship with school district personnel is excellent. Members of the department are active in inservice activities in the public schools.
9. Students rate their training in this program as excellent. They cite the professionalism and the personal involvement as strengths of the faculty.

Recommendations

1. The department chairman indicates that student teachers have an adequate preparation in the disciplines of theatre, but that the teaching phase needs strengthening in order to help student teachers with those things that relate to what to do in class every day. The department has brought public school drama teachers on campus to help with this aspect of the program.
2. Since the department requires research, for which they are commended, it would be desirable to increase the library holdings relating to theatre arts.
3. The department is growing rapidly. It is important that staff and facilities keep up with that growth. The department is

already experiencing some difficulty in compensating for the facilities that are now used by the dance program.

4. The travel budget should be increased, if possible, to allow for participation in professional conferences, workshops, and in inservice activities in school districts.

3.5.9 EARLY CHILDHOOD EDUCATION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
All standards are met with the following comments:	
I A	The minor requires three specific courses that deal with this area and highly recommends a designated fourth.
B	Three courses are designated in the Department of Family Life. Students are involved in planning, preparation, and implementing of programs.
C	One course in guidance is useful in identifying behaviors in the classroom setting.
II. A thru J	There is heavy emphasis on laboratory experience with foundation in the development of curriculum organization files, plans, and use of appropriate materials. The preschool lab is quite exemplary. The focus on curriculum methods is implemented in the lab experience. The staff is well trained.
III	The Standard is partially met. There seems to be little opportunity for the development and understanding of organization and administration of preschools. Students have little exposure to Day Care Training. The courses offered in this area are not required nor listed as electives in the early childhood minor.
IV.	The heavy emphasis on lab experiences is a plus throughout the entire sequence. However, the varied programs (Day Care, Headstart, Etc.) are only partially explored in CD 166, which is not required or listed as an elective in the early childhood minor.
V.	Child Development 364, Effective Parenting, is suggested in the minor sequence. Faculty and students seem to feel very strongly about the value of this course.

Commendations

1. There is a very high level of competence and commitment from the Department of Family Life to the child development/minor/endorsement.
2. The staff appears to be well trained and capable.
3. The laboratory facility on campus is well equipped and organized.
4. The BLOCK experience is highly praised by students. The sequencing of the BLOCK prior to student teaching seems excellent.
5. There is a heavy emphasis on guidance and management which appears to help students feel confident in this area.
6. The auxiliary staff from the Iron County School District who are responsible for Education 338, Kindergarten Materials and Methods, are very enthusiastic and seem qualified for the assignment.

Recommendations

1. Regular, on-going contact between the Family Life Department and the School of Education would facilitate a more coordinated program. Administratively it would be helpful to have one person from each department to coordinate the programs for those seeking the Early Childhood Endorsement.
2. The supervision of student teaching needs to be improved. Seminars with the college supervisor during the quarter of student teaching would be advantageous in preschool, kindergarten, and primary grades.
3. An additional course should be offered that explores techniques of assessment and testing specifically focused on the diagnosis and evaluation of young children.
4. More specific input from the math methods course directly related to the teaching of math to young children is needed.
5. An additional course in child development focused on the middle years (ages 7 to 17) would present a more global look at child development.
6. Students expressed the need for an additional required course in reading methods for those who do not take the reading minor.
7. Continued careful screening of auxiliary staff who are invited to teach Education 338, Kindergarten Materials and Methods, should be a must.

3.5.10 ELEMENTARY EDUCATION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met except Standard X, with the following comments:
II	While this standard is probably satisfied through observations and work with children, the only course work required is a general psychology course. Classes are available in the social science areas (sociology) which deal with the area. The respondent suspects that most students take courses from economics, history, or political science which satisfy the "American government requirement" rather than those which emphasize "study and experience in the sociological and the behavioral sciences which emphasize the relation of children to their environment."
IV	Team members who reviewed this program were not able to identify any specific subject (academic) area courses that were required of all students with the exception of English 101, 202, or 211, and Composition 1. Students are "advised" to take Math 300 and the new computer science course as general education. Courses to satisfy the "American government requirement" may offer some opportunity to develop knowledge in subject areas which are somewhat common to all. This standard can be met at a minimal level through meeting general education requirements if students receive proper advisement. The advisement program appears to be very strong.
VI	This standard can be met through English 258, Children's Literature, and English 240, Adolescent Literature. However, these classes are elective. There appears to be no specific courses required of all students and experiences in the BLOCK related to this area are minimal, according to comments made by students.
VIII	Education 310, Educational Psychology, addresses some aspects of "exceptional education," as does the reading minor; however, only about 40 percent of the students enroll in the reading minor. A new course, "Introduction to Special Education," will be initiated during the spring quarter. When this course is required of all students, it appears that this standard will be met.

IX

This standard is satisfied through the "Diagnostic Tools File" in Education 310, Educational Psychology. A few students reported that diagnosis and prescription were discussed to a limited extent in the BLOCK. Work in the reading laboratory is available and about 40 percent of the students participate in the lab.

X

This standard is met at a minimal level. Students complete a case study and, if possible, a parent interview in Education 310, Educational Psychology. Students are encouraged during student teaching (Education 498E) to participate in parent-teacher conferences. Students in clinical reading conduct interviews with parents after testing and evaluating children.

One cooperating teacher reported his student teachers had opportunity for contact with parents, but suggested actual content was very limited. Another cooperating teacher reported he did not provide opportunity for student teachers to contact or react with parents.

Commendations

1. Strands, themes, and activities are articulated within and through generic classes (Education 212, 310, 105, 355, 450, and 498E). Most students find this helpful. Students report that the follow through in these courses tends to bring meaning to their work and "ties" it together.
2. There is a strong feeling and demonstration of loyalty among students and faculty, particularly those who work in the generic classes. Faculty members are interested in students as persons as well as prospective professional teachers.
3. Students in the block speak well of their instructors. Students agree that the block is "hard and takes a great deal of time," but they tend to feel that their work is productive and that they are better prepared for student teaching. Students feel confident about their chances of success.
4. The "school climate" (cooperation, support, on-task behavior, production, morale, self-concept) is positive and productive within the School of Education.

Recommendations

1. An increasing number of mature people (those who have retired from other employment, mothers returning after rearing families, people seeking retraining) are entering the teacher education program at this and other institutions. These people enter with some skills and experiences which the so-called regular college student (just out of high school) does not have.

It may be worthwhile to assess the kinds and quality of these skills and experiences and to provide latitude within the program so that mature people who do have certain competencies are encouraged to expand rather than to move through the same activities required of other students.

2. Because elementary teachers must teach a wide variety of subject content, consideration should be given to helping students select courses in the general education component which give background and skills needed by teachers when working in the elementary school. Students should be encouraged to increase this subject matter background with well-selected, elective courses.

3.5.11 ENGLISH

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met, with one specific and two general comments as follow:
III B	Students consulted for the self-study report requested "more genre courses, particularly in the short forms of fiction and non-fiction, because these are so important in secondary teaching."

General Comments

1. The self-study committee report was thorough and competent in its response to the Standards for the preparation of English teachers.
2. The self-study committee expressed satisfaction with the standards, indicating an improvement over the standards used in the 1977 evaluation in that the current standards are basically well balanced and provide a greater language arts emphasis.

Commendations

1. There is departmental support for teacher education. The member of the department who supervises most of the student teachers has both a strong commitment to teacher education and a sense of responsibility for strengthening the teaching of English at all levels.
2. The relationship with school districts is excellent. Teachers feel that student teachers are generally well prepared, and they respect the English faculty at SUSC. It is commendable that

public school personnel and students are included when the English Department hosts visiting poets, etc.

3. The process approach to the methods course, English 273, appears to be a valuable one for the teaching majors.
4. There has been some improvement in teaching loads, including some allowance in teaching load for the supervision of student teachers.
5. Students are highly enthusiastic about the English Department faculty. They value the professional competence of the faculty and the personal attention given to students. The fact that students majoring in English are well known and well advised by faculty members contributes to the quality of the teaching majors.
6. There is a good working relationship between the members of the English Department and the School of Education.

Recommendations

1. There is a genuine need to increase the library holdings in order to provide adequate research experiences for students, to enrich the background of students in all areas of the language arts, and to expose teaching majors to up-to-date journals and books concerning the teaching of language arts.
2. As recommended in the 1977 evaluation, it would be constructive for all members of the English Department to increase their participation in the teacher education program and in the public schools.
3. As the number of English majors increases, it is hoped that the Department will not lessen its commitment and encouragement to teaching majors.
4. There is a need for a faculty member with a specialization in language and composition to balance the offerings of the English Department, to strengthen the preparation of English teaching majors, and to develop and coordinate writing across the curriculum programs for all other areas on campus.
5. An increased travel budget is recommended, if possible, to permit members of the English Department to attend professional conferences and workshops and participate in inservice experiences with school districts.
6. The allowance in teaching load for the supervision of student teachers should be continued.
7. It would be desirable for English teaching minors to teach at least one class of English during their student teaching experience.

8. There is a need for word processors and computers in the English Department so that teaching majors, as well as others, are prepared in the use of computer technology in teaching the language arts.

3.5.12 EXCEPTIONAL CHILDREN

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met, with the following commentary:
I	Education 410 and 412 meet this standard. The addition of Education 411 as a required course would strengthen assessment procedures. Application of techniques is required in the reading clinic and the practicum in the public schools.
II	Methods classes (Education 413, 415, and 416) substantially provide for most of the elements listed in Standard II. As the program grows, SUSC should seriously consider employing additional staff with experience and training in the areas of the behavioral disordered and the intellectually handicapped. Requiring students to return for a summer quarter to obtain the required course (Education 416) is undoubtedly a hardship.
III	The reading clinic experience is invaluable. There is some indication that additional opportunities should be given to student teachers in relating to parents and peers.
IV	The use of the State Rules and Regulations for Special Education as part of the course work is to be commended.
V	There is a lack of understanding about resource agencies and how they can strengthen the educational program. The second part of the standard dealing with media and materials is met.

Commendations

1. A close personal relationship exists between staff and students. Students regard the faculty as helpful and concerned about their welfare and success.

2. Cooperating teachers find that student resource teachers are well prepared.
3. The positive feelings expressed about the teaching program by staff and administrators is especially commendable. This is reflected in the attitudes students have as they approach the student teaching experience and their careers in education.
4. There is a good insight among staff regarding possible program improvement.
5. Utilization of electronic media to monitor the teaching experience is excellent.
6. The overall product produced by the resource program at SUSC is of very high quality.

Recommendations

1. Add staff in the areas of behavior and intellectually handicapped. Additional staff would provide for continuity of programs and add stimulation to the existing program.
2. Provide opportunities for students to develop competencies in the use of the microcomputer as a teaching tool and for teacher utility.
3. Student teaching experiences for resource teachers should be extended to include more experience at each level. The present five-week course does not allow adequate experience when the teacher spends a portion of his/her time training at multilevels.
4. Encourage more secondary teachers to obtain minors in the resource program.
5. Some attempt should be made to provide inservice education for cooperative teachers.

3.5.14 FOREIGN LANGUAGES

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation (How and Extent to Which Each Standard is Met)

All standards are substantially met, with the following comments:

Three basic languages are taught: German, French, and Spanish.

A "language" major takes 36 hours with an emphasis on one language. In addition nine hours of methodology are required.

There are not enough students to justify a 'full' language major. It is anticipated that in the next four to five years this will change. At that time there will be majors offered in French, German, and Spanish.

Commendations

1. Teachers of languages have taught the full language major; but the student enrollment fell to such a degree that programs had to be cut. Yet good rapport is obvious between the teachers and their students.
2. There appears to be a dramatic growth in Spanish and German majors.

Recommendations

1. Additional emphasis needs to be given to classes in French. Staff is also needed.
2. Funding, above the sabbatical scale, is needed. Teachers of each language need skills found only in an area where the particular language is the one used by all the people.
3. Concern has been generated by the fact that English teaching majors can by-pass all language studies by taking a B.S. degree rather than a B.A. One supposes the English teacher needs some background in a least one language.

3.5.15 HEALTH EDUCATION (Minor only)

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation
(How and Extent to Which Each Standard is Met)

All standards are met to a satisfactory degree with the exception of Standard II which states that "the program shall require study in the sciences designed to provide an understanding of the principles of...human physiology and anatomy."

Commendation

The health minor is well conceived and well directed. SUSC is to be commended not only for the program but also the qualified personnel who direct it.

Recommendation

Every effort should be made to assure that the program requirements for teacher certification for all prospective teachers in the elementary or secondary schools include study and experiences to develop competency in recognizing, planning, promoting, and implementing a school environment for health and well-being of the students. This could possibly be within the general education requirements at SUSC.

3.5.18 INDUSTRIAL ARTS

Introductory Statement

Prior to applying the standards to the program, an explanation of the environment in which the program exists is important. Industrial arts teacher education at Southern Utah State College shares the Department of Industrial Education with a four-year industrial technology program and several one- and two-year certificate and associate degree vocational programs. This situation has some obvious advantages and several inherent disadvantages. The main advantage is a broad spectrum of technical courses that are made available through cooperation with the technology and vocational program. The disadvantage is the difficulty this situation creates in looking at technology from the broad perspective. Course content centers on the skills and production aspects of industry typically associated with the skilled trades.

The program could accurately be described as traditional whereas the standards reflect an innovative philosophy. This situation will be obvious through the discussion of the standards.

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
All standards are met or substantially met with the following comments:	
I	The curriculum requires students to obtain a broad background in the traditional industrial arts group and also requires a depth specialization in at least one area. Graduates should be well prepared to teach in

- either a general industrial arts program or in a unit shop program for which they are prepared.
- II Little evidence was found to indicate that graduates are prepared to become involved in technology education programs.
 - III A clear understanding of the industrial arts-vocational education relationship is critical in Utah and in this area of Utah where individual teachers often teach both areas.
 - IV The history of industrial education appears to be well covered. Little evidence was found to indicate the history of technology and technological development is covered to a great extent.
 - V The program is very strong in the variety and depth of technical content. Even though the courses do not use the same titles referred to in the standard, the areas are generally well covered.
 - VII This standard covering the area of energy needs to be strengthened. This is a critical societal and technological area that should be given greater emphasis.
 - IX The area of industrial organization and mass production appears to be weak. The faculty recognizes a need to strengthen this area.
 - X Additional work in diesel powered light duty engines and related technology would seem appropriate.
 - XI Several courses in building construction are available. There is some question, however, as to their availability to industrial arts majors because of the scheduling for vocational students.
 - XV As stated in the report, the department supports active VICA clubs but has not stressed student organization for industrial arts majors.

Commendations

1. The department has obtained and maintains fine physical facilities in most areas. They could use additional space in some areas but laboratories and classrooms are generally outstanding.
2. The variety and depth of technical courses is outstanding--undoubtedly the best in the state.
3. The general dedication and morale of the faculty is remarkable; especially considering the loads under which they operate.

4. The self-study was well prepared and accurate. The faculty is commended for their efforts.

Recommendations

1. Work to reduce faculty loads by:
 - a. If possible, hiring at least one additional person.
 - b. Obtaining assistance with maintenance either in additional personnel or by utilizing regular staff during summer.
 - c. Providing lab assistants.
2. Consider reducing the numbers of courses offered (100 courses taught by 10 faculty seems excessive).
3. The college must respond to critical equipment needs. Much of the equipment is outdated or becoming so. The strength of the program will seriously be affected if new equipment is not provided.
4. Put increased emphasis on computer and computer applications, including NC/CNC machining, CAD/CAM, and microprocessor interfacing.
5. Reduce the duplication between professional courses taught in education and in industrial education.

3.5.20 INSTRUCTIONAL MEDIA MINOR/ENDORSEMENT

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
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All standards are completely met except Standard IV, which is partially met and is addressed in Recommendation No. 3.

Commendations

1. The change made in January, 1983, in substituting English 240 or 258 for Education 317 on the list of required courses is highly commendable. This makes that list more useful to potential media coordinators in meeting the needs of public school students.
2. The requirements for an instructional media endorsement are greater than at other colleges and universities in Utah. The college is commended for providing leadership in giving students the opportunities to obtain field experience before graduation.

Recommendations

1. There is a definite need to improve the interdepartmental communication between education and instructional media. Particular emphasis needs to be given to more open communication and input in course content and in media minor student teacher placement. Several recent experiences indicate the need to substantially improve current procedures if student needs and public relations with school media coordinators are to be met and improved.
2. Instructional media faculty should be assigned the role of advising, placing, and supervising media minor student teachers.
3. IM 457 should include a definite component covering the requirements stated in Standard IV in order to give a practical application of the concepts given in IM 320.
4. Strong consideration should be given to making Education 317 (Equipment) a self-tutorial class in the instructional media area.
5. The requirements of Computer Science 101 and Computer Science 492 should be re-examined to determine whether or not they truly meet the needs of the potential media coordinator. It is the attitude of the Utah State Office of Education that the school media coordinator should not become a programmer but should be extremely familiar with applications of computers in the total learning process as well as in particular subject matter areas.
6. The proposed IM 319 (Television and Computers in Education) should be reconsidered for inclusion in the course offerings and closely interfaced with the previously cited computer science classes to avoid duplication. This would project the department to the forefront of oncoming developments in this area.
7. A set of standards and/or guidelines should be established for students in the teaching media block as well as for the co-operating media coordinator. This would ensure a fair evaluation of the student's performance and a greater opportunity to obtain experience in professional level tasks during the block. Assignment of students for less than a half-day period should be avoided.

3.5.21 MATHEMATICS

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation
(How and Extent to Which Each Standard is Met)

All standards are met except Standards VI and VII, as commented on below:

- VI This standard is being partially met. The use of manipulatives as teaching devices appears to be rather limited in the preservice classes with the possible exception of "Mathematics in the Secondary Schools."
- VII This standard is partially met. A research of the literature will reveal that applications of mathematics from industry and technology will provide a model to more fully meet this standard.

Commendations

1. Each staff member interviewed by the evaluation team was both courteous and cooperative.
2. Each staff member has a positive feeling toward the college and feels good about his/her job.
3. Staff members, in general, possess an excellent background in their area of preparation.
4. Students, in general, are receiving excellent training in mathematics.

Recommendations

1. A review of class size indicates the Math 101 course has an extremely high enrollment. The registrar reports the 1982 fall quarter enrollment was 149 students in three sections and the winter quarter enrollment of 149 students in two sections. In each quarter one instructor had a class in which the enrollment exceeded 100 students. This load should be reduced as much as possible.
2. A PASCAL computer language course should replace the FORTRAN computer language course.
3. Prospective teachers should be encouraged to enroll in a course in the history of mathematics.
4. Modeling devices in the form of visual materials, films, filmstrips, video cassettes, etc., play an important role for the learner as well as the instructor. The director of library services should work with department chairmen to increase the audio visual aids inventory.
5. Facilities should be made available to house the great influx of additional students enrolled in introductory computer courses.

3.5.23 MUSIC

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation
(How and Extent to Which Each Standard is Met)

All standards are substantially met.

Commendations

1. The Music Department continues to improve their courses of study and the number of students involved is increasing.
2. The present staff is commended for their outstanding performances as professors despite being few in number.
3. The Music Department is integrating programs in secondary education with the Art Department. The chairmen of these two departments go into schools where they have student teachers and offer their assistance. This is particularly commendable since it is not part of contractual obligations.
4. There exists a strong rapport between faculty and students. The Music Department is recognized by the community for its excellence.

Recommendations

1. If possible, more staff should be hired. A chairman needs time for study, upgrading programs, etc. The chairman of the Music Department teaches so many hours that his effectiveness as the chairman becomes limited.
2. All the students in music education should take all the methods classes available.
3. Those groups of performing artists such as choirs, ensemble groups, and orchestra members should be given general education credit for their efforts.

3.5.23-A MIDDLE EDUCATION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation
(How and Extent to Which Each Standard is Met)

All standards are satisfied except Standard II as commented on below:

- II This standard is satisfied to a minimal level through Education 310, Educational Psychology, the block; and subject method courses. Other courses are available to strengthen students on an elective basis.

Commendations

1. SUSC has moved ahead with the middle education teacher preparation program. It is expected that five students will complete certification requirements this year and that approximately 25 will complete next year.
2. The School of Education should be recognized for its leadership in the establishment of inservice programs for middle education administrators and teachers. Faculty members have provided the support to enable local school districts to make successful transitions to the middle school.
3. The School of Education has expressed a philosophical position that middle education is and should be an entity within the total K-12 program.
4. The School of Education faculty have established excellent personal and professional relationships between the college and several school districts, particularly Iron Country School District and Clark County (Nevada) School District. These, and other faculty, have been able to "open the doors" for the training and placement of many students.

Recommendations

1. Subject (academic) matter majors and minors are set by the department or school in which that subject is housed. The tendency appears to be that students are expected to demonstrate a depth of knowledge in limited areas (see pages 203-210, 1982-84 GENERAL CATALOG). While this position is appropriate for high school teachers who focus on one or two related subject areas, it is not appropriate for middle education teachers who need a breadth of subject matter to meet the needs of students and the curricular organization of programs for the transescent.

The School of Education should take the responsibility and assume the leadership to initiate communication with each subject area department servicing prospective middle education teachers with major, minor, or composite areas of study for the purpose of: (a) identifying courses that are suitable for and meet the professional needs of middle education teachers; (b) seeking some common standard or understanding with respect to the number of quarter hours required in each subject area; and (c) developing a position statement of policy to identify working relations and responsibilities of those concerned with the subject areas, student teaching, and other middle education issues.

2. The School of Education should take the responsibility and assume leadership with academic departments and schools to strengthen and coordinate the supervision of student teachers in middle education.
3. There is much to commend in the middle education program as it is being initiated at SUSC. However, the School of Education should "keep a close watch" as the program develops to insure that the middle education philosophy, statement of purpose, mission and goal, and practices are not polluted.

3.5.24 PHYSICAL EDUCATION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
All standards are met, except as follows:	
I.	The department is deficient in laboratory facilities and equipment to provide human performance experience and experimentation necessary for an in-depth study of kinesiology and exercise physiology.
III	Evidence indicates that this standard is being met at a high level of proficiency with the exception of rhythm and dance for men. The catalogue indicates that dance classes are for women majoring or minoring in physical education. See page 175 (PE: 124, 126, 177, 178, and 179).
VII	Physical Education 309, Adaptive Physical Education, is available as a student option or elective; however, it is not required of all majors.

Commendations

1. The Physical Education Department is commended for its comprehensive and varied professional preparation program. A strong core program is required and emphases are provided for specialization in dance and athletic coaching. The faculty is well qualified and dedicated to providing programs and practical experiences for the benefit of the students. The programs for leadership and teaching experiences include intra-murals, dance performance, and student assistants to the instructor in an activity of their interest.
2. Students seem to be highly motivated and appreciative of the individual attention and "caring" of the faculty. Professional preparation minors are well conceived and administered in health

and dance. Students are highly motivated and appreciative of the opportunities provided in these programs.

Recommendations:

1. The 1976 evaluation made the recommendation that laboratory experiences be provided for scientific foundation courses. The current evaluation strongly recommends that a properly equipped laboratory be provided. Such a facility is necessary to provide experiences and experimentation to adequately prepare those who teach physical education (human performance).
2. Adaptive physical education should be required of all physical education majors who certify to teach.
3. The dance and athletic coaching emphases should be open to both men and women and indicated as such in all printed materials.
4. Supervising teachers should be assigned to teach at least one class in their minor. Supervisors who teach in the academic minor should visit student teachers during this experience.
5. It is highly recommended that courses in human anatomy and physiology, or competency as determined by appropriate testing, be required as a prerequisite to Physical Education 306 and 307.

3.5.26 SCIENCE: BIOLOGICAL

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met or substantially met with comments as follows:
I	Adequately met. The majority of the program utilizes laboratory and field experiences; however, most courses focus on verifying activities rather than inquiry approaches. The addition of the Life Science Building has enlarged the facilities and materials for laboratory experiences to some degree. The institutional evaluation of this standard is very thorough and accurate.
II	The self-study comments reflect the strong emphasis on the holistic approach to the study of biological phenomenon.

- IV The study of evolution may not be as thorough in the biological composite as it is in the botony and/or zoology major.

- V As noted in the self-study, the program does not directly require mathematics or chemistry, but these are incorporated in other requirements. Even though the standard does not specifically identify the orientation and utilization of microcomputers and other computer technology, it is highly recommended that the program include these as requirements.

- VI This standard is met minimally through the academic methods course (Biology 490) and the various laboratory-oriented courses. It is recommended that a study be made of the ramifications of requiring all life science teaching majors to serve as lab assistants in the Life Science Department. This requirement could give greater focus on science as a laboratory study.

Commendations

1. The staff is well prepared and very committed to the preparation of the biological science teaching candidate.
2. The subject matter methods course (Biology 490, Teaching Life Sciences) is an exemplary program worthy of serving as a prototype to other teacher training institutions.
3. The increased enrollment in this program the past few years, in spite of state and national downward trends, demonstrates the quality of this course of study.
4. The extended effort to expose students to the program of other schools beyond the student teaching assignment is most commendable and demonstrates the commitment of the subject matter methods instructor/supervisor.
5. The cooperative supervision of student teachers by staff of the Department of Education and the Department of Life Sciences appears to function very well. The sharing of observation comments strengthens the supervisory functions.

Recommendations

1. The cooperative use of the Life Science Building by the Behavioral and Social Sciences Department and the Life Sciences Department is not advantageous to the Life Science Department. Hopefully the building needs of the college will result in resolution of this problem.
2. The program needs to include utilization of microcomputers in such dimensions as record keeping, testing, instruction, etc.

3. Serious consideration should be given to requiring students in this program to serve as laboratory assistants to increase expertise in inquiry and investigative teaching.
4. Further efforts should be made to accommodate an exchange between staff of the public school system and the college for perspective orientation and sharing of experiences. Specifically the methods instructors need periodic experience in the public schools and the public school teachers could add to the value of the methods course through their instruction.

3.5.26 SCIENCE: PHYSICAL

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met except as noted and with the following comments:
I	Chemistry, physics, and earth sciences each offer course work in the basic principles of that subject matter. The physical science composite integrates both chemistry and physics.
III	The chemistry major is required to study physics, biology, and mathematics through a calculus course. The physics minor must study interdisciplinary courses as well. The physical science composite teaching major also requires the appropriate mathematics course through calculus and the comparable level in physics and chemistry.
IV	This standard is met in the physical science composite major and in the chemistry major. It is NOT MET in physics.
V	The necessary course offerings provide opportunities for students to recognize the implication of the various sciences in our contemporary society and upon societal needs.

Commendations

1. The cooperation between the physical sciences faculty and the mathematics faculty is commendable.
2. Staff members, in general, are academically well prepared in their major teaching assignments.

3. Each staff member interviewed by the evaluation team was both courteous and cooperative.
4. Students are, in general, academically well prepared.
5. Use of scientific inquiry and the laboratory approach to learning is commendable.
6. Increased involvement in computer use has been noted and is commended.

Recommendations

1. Mathematics 344, Differential Equations, should be included in the requirements of the physics minor.
2. As many students as possible should be directed to enroll in a course in statistics in addition to a computer programming course.
3. Prospective teachers should be made aware of the national and state science associations and professional publications. If possible a campus chapter should be organized.

3.5.27 SOCIAL STUDIES

General Comments

There are five major concerns that resulted from the on-site evaluation:

1. No social studies program can be complete when it lacks a geography component. SUSE student teachers reported teaching high school geography courses, but have had no college geography course work. The student teachers felt incompetent in their ability to structure meaningful geography lessons with their limited academic skills.
2. There are no philosophy classes offered at SUSE. While it is unlikely that public schools will assign teachers to a philosophy course per se, a brief background of information from this discipline may prove to be valuable as an integral part of a comprehensive social studies understanding.
3. There seems to be a move to eliminate the anthropology component. This action may further limit the students social studies background.
4. The economic courses offered at SUSE seem to respond to the needs of business majors and neglect the needs of students seeking certification in the social studies. There seems to be little recognition in economic courses of the impact of economics on the other social studies.

5. There seems to be an overall need for comprehensive, generic course offerings to ensure introduction to all eight social studies disciplines (i.e., anthropology, sociology, history, philosophy, economics, psychology, political science, and geography). Comprehensive introductory courses may encourage students to take course offerings from the other social studies disciplines, thus broadening their backgrounds. Students are often anxious about course work outside of their major because they lack information and feel inadequate. Introductory courses may very well eliminate this anxiety and stimulate interests in the other social study disciplines.

If it is true that public school social studies teachers are often asked to teach a variety of courses, and at times courses outside their major or minor, then it is imperative that they possess a comprehensive social studies background.

HISTORY

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
All standards are met with the following commentary:	
I	There is a need to incorporate current events, controversial issues, and contemporary social issues in <u>all</u> of the course offerings and not just one specific class.
III	The only concern that surfaced results from a perceived lack of close cooperation and communication between the history faculty and the education faculty concerning methodology and supervision.

Commendation

The history program has recognized strengths in the areas of American and European history. The department attempts to integrate historical concepts with the social studies disciplines. Students find faculty members to be attentive, available, concerned, and conscientious.

Recommendation

There should be course offerings concerning an African historical prospective.

PSYCHOLOGY

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
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All standards are met, except as follows:

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| XI | One shortcoming reported by SUSC students concerned a perceived lack of integration among the psychology discipline and the other social studies areas. This perception may suggest that Standard XI has not been fully met. |
|----|--|

Commendation

After a brief investigation that involved talking with SUSC students, public school teachers from the area, and SUSC faculty, the following information was noted.

- a. The self-study team included SUSC faculty, a colleague from Dixie College, a high school psychologist, and a SUSC student.
- b. Data were collected by the self-study team via a questionnaire.
- c. SUSC students felt that there is good continuity in the psychology program.
- d. SUSC students reported that they felt confident and competent to teach public school psychology courses because of their academic experiences.
- e. The recommendations of the self-study team report appear to be valid.

Recommendations

1. The Psychology Department should follow up on its own recommendation to closely scrutinize the psychology minor for students seeking teaching certification in order to ensure appropriate teaching competencies.
2. The department should seek avenues that will ensure the integration of psychology concepts and constructs within the content of the other social studies disciplines. Surely psychology implications influence the state of affairs in the political arena, in current social issues, and in the dynamics of economics.

POLITICAL SCIENCE

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
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All standards are met with the following commentary:

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|-----|--|
| I | Students seeking certification with a political science minor reported a perceived emphasis in their political science classes on prelaw issues and American government topics. They felt the course work at times tended to ignore illustrating political science issues and their connections with public school teaching. |
| II | There seems to be a greater need for integration, reciprocal reinforcement, and a comprehensive scope and sequence within the political science classes. |
| III | There is a perceived need for closer cooperation between political science faculty and education faculty concerning methodology and supervision of student teachers. |

Commendations

1. SUSC students and the on-site evaluation perceive the political science faculty to be conscientious, professional, and caring.
2. There seems to be good continuity in a complete political science program.

Recommendation

The recommendations offered by the self-study team seem to be valid and insightful.

SOCIOLOGY

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
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All standards are met with the following commentary:

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|----|--|
| II | There is a perceived need for more integration of the social studies descriptions and interdisciplinary discussion within the sociology courses. |
|----|--|

- III This standard is well responded to in the team's self-study recommendations: 1, 3, and 4.

Commendation

The sociology faculty should include in its efforts experiences that illustrate and concentrate on current affairs, controversial issues, and contemporary social problems.

Recommendation

Recommendations of the self-study are impressive and should be implemented.

3.5.28 SPEECH (Communication)

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation
(How and Extent to Which Each Standard is Met)

All standards are met.

Commendations

1. A quality program is available in that it provides the prospective teacher a solid experience in communication theory and technology, as well as excellent training in public speaking and debate.
2. The teachers trained in this program are considered highly competent.

Recommendations

1. With the growth of the department and the demands of the co-curricular program, more staff is needed. In addition, cooperating teachers in all areas have recommended that supervisors from the academic areas visit student teachers three or four times; an increase in staff would help make this possible.
2. This department is experiencing rapid growth, and the majority of its students are interested in a business emphasis instead of a teaching emphasis. It is hoped that the teaching majors will continue to receive a high level of commitment and encouragement.

READING (Minor only)

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard

Evaluation

(How and Extent to Which Each Standard is Met)

The standards in 4.4.4.1 for reading specialist were used as a guide. These standards do not fit a minor program, but they were all that were available.

Commendations

1. It is acknowledged by academic areas on campus that the reading program available to teaching majors has been greatly strengthened.
2. Students enrolled in the program consider it an excellent preparation for a prospective teacher. They commend the professional competence of the faculty and the value of the course work.
3. The program places strong emphasis on the relationship between reading and writing.
4. The Reading Clinic provides prospective teachers with actual experience in working with students who have reading problems.

Recommendations

1. Academic areas should be advised of the program so that they may encourage their teaching majors to consider this program as an important minor.
2. Unless the services can be supplied in some other way, it is recommended that the studio relationship for videotaping student performance be continued with the School of Business.